DOCUMENT RESUME

ED 314 588 CE 053 894

AUTHOR Musgrove, Ann
TITLE Rehabilitation Prevocational Support Services. Program Outline.
INSTITUTION Northwest Alabama Community Coll., Hamilton.
PUB DATE 89
NOTE 31p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Literacy; Computer Software; Course Content; Course Organization; *Developmental Studies Programs; Educational Resources; *Employment Potential; English Instruction; Individualized Instruction; Job Placement; *Job Skills; Literacy Education; Mathematics Instruction; Reading Instruction; *Vocational Education; Vocational Rehabilitation; Writing Instruction
IDENTIFIERS 353 Project; Northwest Alabama Community College

ABSTRACT

This outline decribes the Rehabilitation Prevocational Support Service program at Northwest Community College (Alabama), designed to help prepare selected students for occupational training programs or job placement and to enhance their academic level. Students are assigned to individualized learning modules based on pretesting by a variety of testing instruments. Students in the individualized program of study take developmental English, developmental mathematics, functional skill training, job survival skills, work station vocational training, and assessment counseling and job placement support services. Students may repeat these courses as many as eight times. The report outlines the prevocational program. The vocational program offers basic courses in carpentry, welding, plumbing, electricity, small motors, masonry, cosmetology, electronics, and basic business education. The outline of the prevocational program includes course descriptions; course schedule; software available; resource books; resource kits; other resource materials; filmstrips; and course syllabus (includes course description, objectives, methods of instruction, methods of evaluation, and textbook required, class schedule/topics, bibliography, videos) for each course. (KC)

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PROGRAM OUTLINE

REHABILITATION PREVOCATIONAL SUPPORT SERVICES

Rehabilitation Prevocational Support Service is designed to help prepare selected students for occupational training programs or job placement, and to enhance their academic level. Students are assigned to individualized learning modules based on pre-testing. Admission into this program is determined by the Director based upon documentation for verification of ability to gain from instruction. Students are assessed utilizing a variety of testing instruments including VALPAR MESA Microcomputer Evaluation and Assessment and VALPAR Criteria Referenced Work Samples. This test directly measures vocational skills required for performance in jobs.

The following strands are integrated throughout the individualized program of study.

Dept. Prefix	Course Number	Title	Credit Hours	Contact Hours
ENG	090	Developmental English	3	4
MTH	090	Developmental Math	5	5
PTE	092	Functional Skill Training	3	5
PTE	093	Job Survival Skills	2	5
PTE	094	Work Station Vocational Training	6	15
PTE	095	Assessment Counseling and Job Placement Support Services	1	1

A student may repeat the above listed courses as many as eight times.

CE053894

NORTHWEST ALABAMA COMMUNITY COLLEGE

PROGRAM OUTLINE

PRE-VOCATIONAL

Students register for Pre-Vocational from 8:00 a.m. - 2:45 p.m. During this time the students work on academics, computers, and vocational occupations. Each has his/her own schedule. In the academic area, all major areas are covered including life saving skills.

Vocational occupations include basics in (1) carpentry, (2) welding, (3) plumbing, (4) electricity, (5) small motors, (6) masonry, (7) cosmetology, (8) electronics, and (9) Basic Business Education.

At present, eleven students are on roll. We have two Tandy computers inhouse and three Apple IIe's on order.

COURSE DESCRIPTIONS

REHABILITATION AND PREVOCATIONAL SUPPORT SERVICES (RPS)

092. Functional Skill Training

Designed to provide an orientation to the world of work and functional competency study for students based on need. Includes survival skills training related to personal finances, social services, employment, medical protection, consumerism and legal responsibilities.

093. Job Survival Skills

Provides activities in developing job seeking and job keeping skills for individuals based on need. Included are employee - employer relations, interviewing and applying for jobs, personal responsibilities in work situations and other job related and employability skills.

094. Work Station Vocational Training

Aimed at providing hands on experience in the areas of job sampling and career exploration, the following work stations are utilized by individuals based on interest, aptitude and motivation: Barbering, Carpentry, Computer Literacy, Cosmetology, Drafting, Electrical, Electronics, Pre-Nursing, Plumbing, Small Engine, Trowel, Welding.

095. Assessment, Counseling and Job Placement

Assessment, counseling and job placement are integrated into this final strand of the overall program of study.

For assessment and evaluation purposes, VALPAR Criteria - Referenced Testing is used. Valpar uses the criteria for job performance established by the U.S. Department of Labor. This test directly measures vocational skills required for performance in jobs.

FALL SCHEDULE

REHABILITATION AND PREVOCATIONAL SUPPORT SERVICE

Dept. Prefix	Course Number	Title	Staff	Days
RPS	101	Basic Skill Development and GED Study	TBA	M-F
RPS	102	Functional Skill Training	TBA	TBA
RPS	103	Job Survival Skills	TBA	M-F
RPS	105	Assessment, Counseling and Job Placement	TBA	TBA

SOFTWARE AVAILABLE

Skills Bank II
Funnels and Buckets
Print Master
Typing Tutor
Touchtype
Basic Math Skills
English to Use
English For the World of Work
Life Skills Math
Physical Science
Resume Writer
Successful Job Interviewing
Filling Out Job Applications
The Job & You
How to Get & Hold a Job
Self-Concept and your Work
Interviewing
New on the Job
Career Scan IV

Learning Activities Packet:
- Distribution
- Food Service
- Automotive
- Graphic Design
- Cosmetology
- Custodial Housekeeping
- Building Maintenance
- Small Engines
- Business and Office
- Health Care
- Manufacturing
- Construction
- Electronics
- Horticulture
- Computers

Theoretical and Practical Applications
Micro Art of Interviewing

RESOURCE BOOKS

Working with Numbers 1-8
- Algebra Review
- Refresher

Number Power 1-6
- Pre-GED
  - Writing
  - Social Studies
  - Sciences
  - Critical Reading
  - Math 1+2

Building Basic Skills
- Social Studies
- Science
- Reading I and II
- Math

Practical Math Book 1 & 2
Practical Math Word Problems

Language Daily Living 1, 2, 3, & 4
Language Exercises 1-8 & Review

Steck-Vaughn Reading
- Wheeling It
- Free Fall
- White Water
- Quiet Flight
- Trailblazers
- Silent Deep
- Alpine Run
- Wind Power

Maps, Globes, Graphs A-D
Superstars
Spotlight
Superstars in Action
Auto Racing-Courage & Daring

PACE
Reading
Math
Language

RESOURCE BOOKS (CONTINUED)

Steck Vaughn - Preparation for High School Equivalency
- Reading
- Writing
- Science
- Social Studies
- Math
- General Review

Strategies in Reading A-F

Beyond Basics - Grades 4-8

RESOURCE KITS

Vocabulary Development - 10 lessons on five cassette tapes

Lessons for Self Instruction in Basic Skills - Language
- 200 - 19 units
- 300 - 19 units

Radio Reading Program - 1-6

SRA - Pilot Library 3b

ADDITIONAL RESOURCE MATERIALS

Reading Comprehension
Look Around You
Rainbow Bridge
Parades
Share a Smile
What a Funny Animal
Carousels
Across the World
Doorways
Turn a Corner
Climb the Hills
From Sea to Shinning Sea
Each New Day
Adventuring
Stay Awhile
Touch the Sky
Follow the Wind
Find Your Way
Currents
Places I Know
Hello Friends
Wishes
Spotlights
Small World
Skylines
On the Track
Sound of the Sea
Vanishing Visits
Over the Moon
Taking Time
Tapestries
Reaching High
Look Again
Adventures
Oh! What Fun
Imagine That
Bit by Bit
Let's Go Outside
Castles of Sand
On the Horizon
Time for Dreams
Observing
Slide Down the Sky
Visions
Wings
Passages
Fortune
Orbits
Voyages
Reader Detective I, II, III
Points

Alpha Days
Ventures
This We Wish
Towers
Rolling Waves
Dreams Go Far
Fill the Sky
Watch the Wind
Bold Journeys
Better Than Gold
The Magic Word
Enchanted Gates
Into New Worlds
Sense
Sunshine
Moonbeams
Skylights
Emblems
Spinners
Awards
Insights
Weavers
Banners
Image
Beacons
Reading Anthology II
Tomorrow & Back
Tell Me How the Sun Rose
Courage & Adventure
Inside Out
Open Windows
Encounters
To Turn a Stone
Open Roads

FILMSTRIPS

Self-Exploration - Who Will I Be

Communicating Day by Day - 4 filmstrips and 4 tapes

Crisis Situations - 5 tapes

Assuming Your Responsibilities - 4 filmstrips and 4 tapes

Understanding Yourself - 4 filmstrips and 4 tapes

Cents-Ability - 2 filmstrips and 1 tape

Shopping Skills - 2 filmstrips and 1 tape

PREVOCATIONAL RESOURCE MATERIALS

Spelling, McDougal, Littell - 2nd, 3rd, 4th, 5th, 6th, 7th

Spelling, Scott Foresman - 2nd, 3rd, 4th, 5th, 6th, 7th, 8th

Spelling, Laidlaw - 2nd, 3rd, 4th, 5th, 6th

Spelling, Riverside - 2nd, 4th, 8th, 8th

Working Words in Spelling - D. C. Health and Company - 3rd

Basic Goals in Spelling - Kottmeyer & Claus - 3rd, 4th, 5th, 5th

Spelling Connections - Zaner-Bloser - 3rd, 7th

Patterns in Spelling and Writing - Follett - 6th, 9th

HBJ Spelling - Harcourt, Brace, Jovanovich - 6th

Spelling - McDougal, Littell - Workbook, level 3rd, 5th, 6th, 7th

Handwriting - McDougal, Littell - Workbook - Brown level, Red level

HBJ Handwriting - Workbook - 3rd, 4th, 5th, 6th

Spelling, Riverside - Workbook - 4th, 5th, 6th

Spelling - Scott, Foresman - Workbook - 3rd, 6th, 7th, 8th

Basic Goals in Spelling - Kottmeyer & Calus - Workbook - 7th, Teachers Edition-2

Spelling Connections - Zaner-Bloser - Workbook - 3rd, 7th

English - Silver Burdett & Ginn - 2nd, 3rd, 4th, 5th, 6th, 7th, 8th

Progress in English - Hand, Harsh, Ney, Shane - 3rd

Ginn Elementary English - Reid, Crane, Hill - 3rd, 4th, 5th

English Writing and Skills - Winterrowd, Murray - Level 1, 2, 4, 5, 7

Macmillan English - 6th, 7th

Language For Daily Use - Strickland - 6th, 8th

Heath Grammar and Composition - Bergman, Senn - 7th, 8th, 10th, 11th

Heath Language Arts - Falletta, Levy - 8th, 5th

Glencoe English - 9th, 10th, 11th, 12th

Composition and Grammer - Laidlaw - 9th, 10th, 11th, 12th

Ideal Dictionary - Webster - 16 copies

Dictionary for Young Readers - Webster's New World - 1 copy

Maps-Globes-Graphs - Steck-Vaughn - Level A, B, C, D, E, F

Phonics First - Level A, B

Reading Readiness - Book A, B - 10 tapes

Reading Readiness - Book C, D - 12 tapes

Reading - Book "1", "2" - 10 tapes

Reading - Book "3", "4" - 12 tapes

Modern School Mathematics - Structure and Use

Lively Writing - Schrank

Science - Scott, Foresman - 5 copies

Physical Science - Scott, Foresman

Matter, An Earth Science - Concepts in Science - 3 copies

Basic English Grammar - Walker - 25 copies - Workbooks 23 - 1 Answer Key

Mathematics for Consumers - Harmeyer - 7 copies - Workbooks 8 copies

Earth Science - Scott, Foresman - 2 copies

Life Science - Scott, Foresman

NORTHWEST ALABAMA COMMUNITY COLLEGE
PRE-VOCATIONAL DEPARTMENT

SYLLABUS/CLASS SCHEDULE

TITLE: PTE 093 - Job Survival Skills

CREDITS: 2 Credit Hours, 5 Contact Hours

COURSE DESCRIPTION:

This course provides activities in developing job seeking and job keeping skills for the individuals based on need. Included are employee-employer relations, interviewing and applying for jobs, personal responsibilities in work situations and other job related and employability skills.

COURSE OBJECTIVES:

1. Student will learn basic terminology on a job application.
2. Student will learn how to write a fact sheet.
3. Student will learn to communicate basic, essential information concerning himself in appropriate situations.
4. Student will learn how to fill out a job application and proofread for accuracy.
5. Student will learn basic terminology on W-4 forms.
6. Student will correctly fill out a W-4 form.
7. Student will learn appropriate interviewing procedures.
8. Student will learn skills in using the telephone to communicate with a potential employer.
9. Student will discuss the importance of attitude on the job.
10. Student will discuss proper dress for a job.
11. Student will discuss the importance of getting along well with people in the world of work.
12. Student will discuss the importance of completing a job task.

13. Student will explore a variety of job descriptions searching for one that realistically fits his/her needs.

14. Student will explore different ways to find a job.

METHODS OF INSTRUCTION:

Lecture	Computer software
Discussion	Newspapers
Study packets	Job box
Videos	Guest speakers

METHODS OF EVALUATION:

85% accuracy on written work
Class participation
Teacher evaluation

REQUIRED TEXTBOOK:

None

Class Schedule

Week #	Topic/Activity
1	Student will define and discuss the following sets of words in connection with the world of work: 1) personal information, 2) education and training, 3) work history, 4) health record, and 5) reference words.
2	Student will fill out a fact sheet, job application and W-4 forms.
3	Do's and don't's of interviewing.
4	Work with telephone skills in arranging a job interview.
5	Discuss questions interviewer may ask during interview and how to prepare.
6	Discuss attitudes and self-image on the job.
7	Explore the variety of job descriptions.
8	Student will do an interest inventory.
9	Using a newspaper, discuss want ads and abbreviations used in the ads.
10	Discuss with the group why people work, why they change jobs, ways to resign, and giving a notice.
11	Guest speakers and review.

BIBLIOGRAPHY

Books

Life Skills Reading, Educational Design, Inc.

Software

Successful Job Interviewing, Microcomputer Educational Programming.

Filling Out Job Application, Microcomputer Educational Programming.

Career Can IV, National Educational Software Services.

The Resume Writer, Career Development Software, Inc.

Videos

How to Dress/Interview, Career Aids, Inc.

How to Use the Phone, Career Aids, Inc.

Got a Job Interview? Learn the Skills, Pleasantville Media.

The Secret of Job Success: Self-Management Skills, Pleasantville Media.

Self Image and Your Career, Pleasantville Media.

Jobs for the 90's, Pleasantville Media.

Person to Person: Learning to Communicate, Sunburst Communications.

Resumes/Job Applications: A Practical Guide, Sunburst Communications.

NORTHWEST ALABAMA COMMUNITY COLLEGE
REHABILITATION AND PREVOCATIONAL SUPPORT SERVICES

TITLE: RPS 094 - Work Station Vocational Training

CREDITS: 6 Credit Hours, 15 Contact Hours

COURSE DESCRIPTION:

Work Station Vocational Training is aimed at providing hands on experience in the areas of job sampling and career exploration. The following work stations are utilized by individuals based on interest, aptitude and motivation: Barbering, Carpentry, Computer Literacy, Cosmetology, Drafting, Electrical, Electronics, Pre-Nursing, Plumbing, Small Engine, Trowel, and Welding.

COURSE OBJECTIVES:

Upon successful completion of RPS 094, the student will:

1. Be made aware of objectives of the course and resulting potential.

2. Know department rules and safety regulations.

3. Be able to identify and use common hand and power tools.

4. Receive the necessary basic skills to make an informed and meaningful choice of an occupational goal.

METHODS OF INSTRUCTION:

Lecture
Discussion
Illustration
Audio-visual aids
Demonstrations
Practice
Guest speakers

EVALUATION:

Oral questions
Observing
Checking procedures
Check live work

TEXTBOOK:

None

Weekly Schedule

Week #	Topic/Activity
1	Orientation, explain rules and safety regulations, discuss career opportunities.
2	Orientation to basic hand and power tools.
3+	Work station, live work, trips to job sites or class observation, depending on student's IEP.

SYLLABUS SCHEDULE

ENGLISH 090: DEVELOPMENTAL ENGLISH/READING

This course is designed to provide students with a review of basic grammar, writing skills, spelling, and reading skills. English 090 will assist students in becoming more comfortable and competent in language skills, reading comprehension, and writing skills.

COURSE OBJECTIVES

This course is designed to:

(1) Acquaint students with an individualized program of study developed to meet their specific needs at their academic level.

(2) Increase student's grammar skills.

(3) Increase student's reading ability both orally and silent reading for comprehension.

(4) Increase student's spelling skills.

(5) Increase student's writing skills.

METHOD OF INSTRUCTION

Lecture	Computer Lab
Discussion	PACE Modules
Study Packets	PACE Material (other than modules)

EVALUATION

Since this course is designed as an individualized program which will be prescribed according to individual needs, evaluation will be based on completion of assignments prescribed. Grading scale to be used for assignments are as follows:

A - 90 - 100
B - 80 - 89
C - 70 - 79
D - 60 - 69
F - 59 or below
I - Incomplete
W - Withdrawal

All students will be required to score 80% on all mastery tests, or study a module again and retake the test. A post test will be given as a final exam to measure the extent of learning which has taken place.

Evaluation for the amount of increase will be as follows:

D	C	B	A
0	.1-.4	.5-.9	1 or above

This score will be the increase (or decrease) in grade level from the pre-test and will be averaged as 1/3 of the final grade.

Daily work - 1/3
Tests during quarter - 1/3
Post-test - 1/3

Class participation and instructor evaluation will also be a consideration in determining a final grade.

CLASS SCHEDULE

Week 1 Pre-test TABE - Set up individualized program.

Week 2 Capitalization

DAY 1
(A) First word of sentence.
(B) Titles of books, booklets, poems, songs, and stories.
(C) First word of each line of poetry.
(D) First word in complimentary close of a letter.
(E) Important words in salutation of a letter.

DAY 2
(A) First word of a direct quotation.
(B) Outlining - first word of each main head and each subhead.
(C) Names of buildings, monuments, etc.
(D) Names of churches and religious denominations.
(E) Names of countries, languages, and nationalities.

DAY 3
(A) Names of days of the week, months of the year, and special days.
(B) Names of persons and firms.
(C) Names of schools and political parties.
(D) Names of rivers, oceans, seas, lakes, bays, gulfs, and mountains.
(E) Names of states and streets.

DAY 4
(A) Names of towns and cities.
(B) The words "I" and "O".
(C) Titles of people and initials.
(D) Names of the Deity, the Bible, and the names of its books.
(E) Proper nouns and adjectives.

DAY 5
(A) Abbreviations of proper nouns.
(B) Abbreviations of titles as part of a person's name.
(C) Point of compass when it refers to a section of the country.
(D) Review of rules.
(E) Test

Week 3 Punctuation

DAY 1 - End marks

DAY 2 - Commas
(A) Between cities and states.
(B) Between months and years.
(C) Between words in a series.

DAY 3 - Commas Continued
(A) After complimentary close of a letter.
(B) After salutation of a friendly letter.
(C) To set off words in direct address.

DAY 4 - Commas Continued
(A) To separate direct quotation from rest of the sentence.
(B) After mild interjection.
(C) After person's last name when it is written before first name or initials.

DAY 5 - Commas Continued
(A) To set off "yes", "no", and "indeed" at the beginning of sentence when they are answers to questions and followed by other words.
(B) To set off words like too, also, however, and moreover.
(C) To set off a nonrestrictive clause.

Week 4 Punctuation

DAY 1
(A) Colon
  (1) After greeting in a business letter.
  (2) To introduce a list.
  (3) To separate hours from minutes in writing time.
(B) Semicolon

DAY 2
(A) Apostrophes
  (1) To show possession.
  (2) To take the place of omitted letter or letters in a contraction.
  (3) In writing plurals of letters and figures.
(B) Underlining
(C) Hyphens
  (1) Between parts of a compound word.
  (2) Between syllables of a word carried over from one line to the next.

DAY 3 - Quotation Marks
(A) To enclose direct quotations.
(B) To enclose titles of poems, stories, and songs.

DAY 4 - Review punctuation.

DAY 5 - Test on punctuation.

Week 5

DAY 1 - Alphabetical order
(A) Words
(B) Names

DAY 2 - Synonyms, Antonyms, and Homonyms

DAY 3 - Recognizing sentence fragments and complete sentences.

DAY 4 - Complete subject and predicate.

DAY 5 - Simple subject and predicate.

Week 6 Parts of Speech

DAY 1 - Nouns
(A) Common
(B) Proper

DAY 2 - Pronouns

DAY 3 - Verbs

DAY 4 - Adjectives

DAY 5 - Review and test

Week 7 Parts of Speech Continued

DAY 1 - Adverbs

DAY 2 - Prepositions

DAY 3 - Conjunctions

DAY 4 - Interjections

DAY 5 - Review and test

Week 8 Proper Use of Verbs

DAY 1 - Using Is, Are; Isn't, Aren't; Was, Were; Wasn't, Weren't; Doesn't, Don't; Hasn't, Haven't.

DAY 2 - Using Froze, Frozen; Spoke, Spoken; Chose, Chosen.

DAY 3 - Using Knew, Known; Grew, Grown; Threw, Thrown.

DAY 4 - Using Took, Taken; Ate, Eaten; Drank, Drunk; Began, Begun.

DAY 5 - Using Broke, Broken; Fell, Fallen; Gave, Given; Wrote, Written; Drove, Driven.

Week 9 Proper Use of Verbs Continued

DAY 1 - Using Lie, Lay; Sit, Set; Saw, Seen; Gone, Went.

DAY 2 - Using Blew, Blown; Flew, Flown; Drew, Drawn.

DAY 3 - Using Teach, Learn; May, Can.

DAY 4 - Review verb usage

DAY 5 - Test

Week 10 Spelling

DAY 1 - Plurals
(A) Add **s**.
(B) Nouns ending with **s**.
(C) Words ending in a consonant plus **y**.
(D) Words ending in a vowel plus **y**.
(E) Nouns ending with **o**.

DAY 2 - Plurals Continued
(A) Nouns ending with **f, fe**.
(B) Irregular plurals.
(C) Suffixes: After two consonants.
(D) Suffixes: After two vowels.
(E) Suffixes: One syllable words.

DAY 3 - Spelling
(A) Consonant suffix after silent **E**.
(B) Vowel suffix after silent **E**.
(C) Quiz over first twelve rules.
(D) Suffixes: After consonant and **y**.
(E) Suffixes: After vowel and **y**.
(F) Using cede, sede, ceed.

DAY 4 - Spelling Continued
(A) Ending with ant, ance, etc.
(B) Ending with able, ible.
(C) Quiz 2
(D) Using I before E.
(E) Using E before I.
(F) Silent letters.

DAY 5
(A) Same sound consonants.
(B) Same sound vowels.
(C) Quiz 3
(D) Test 1
(E) Test 2
(F) Test 3 (If necessary.)

Week 11 Post-test TABE

SUPPLEMENTARY MATERIALS

Basic English Grammar
Language Exercises
Language in Daily Living
Instant Activity Program
Macmillan: Idea Pacs

SOFTWARE

Skills Bank II
Queue - Pre-GED
Instructivision - High School Proficiency Test
English to Use
English in the World of Work

SYLLABUS SCHEDULE

MATH 090: DEVELOPMENTAL MATHEMATICS

This course is designed to provide students with a review of operations with whole numbers, fractions, decimals, percentages, measurement, solving word problems, elementary algebra, and elementary geometry.

COURSE OBJECTIVES

This course is designed to:

(1) Acquaint students with an individualized program of study to meet their specific needs at their academic level.

(2) Increase the student's ability to add, subtract, multiply, and divide whole numbers.

(3) Increase the student's ability to add, subtract, multiply, and divide fractions.

(4) Increase the student's ability to add, subtract, multiply, and divide decimals.

(5) Increase the student's ability to work with measurement.

(6) Increase the student's ability to solve elementary algebra and geometry problems.

(7) Increase the student's ability to solve word problems.

METHODS OF INSTRUCTION

Lecture
Discussion
Study Packets
Computer Lab
PACE

EVALUATION

Since this course is designed as an individualized program which will be prescribed according to individual needs, evaluation will be based on completion of assignments prescribed. Grading scale to be used for assignments are as follows:

A - 90 - 100
B - 80 - 89
C - 70 - 79
D - 60 - 69
F - 59 or below
I - Incomplete
W - Withdrawal

All students will be required to score 80% on all mastery tests, or study and retake the test. A post test will be given as a final exam to measure the extent of learning that has taken place. Evaluation for the amount of increase will be as follows:

F	D	C	B	A
decrease score from pre-test	0	.1-.4	.5-.9	1 or above

Grades will be determined as follows:

1/3 - daily work
1/3 - tests through the quarter
1/3 - post-test

Class participation and instructor evaluation will also be a consideration in determining grades.

CLASS SCHEDULE

Week 1 Pre-test TABE - Set up individualized program of study.

Week 2

DAY 1 - Adding Whole Numbers
DAY 2 - Subtracting Whole Numbers
DAY 3 - Multiplying Whole Numbers
DAY 4 - Dividing Whole Numbers
DAY 5 - Addition of Decimals

Week 3

DAY 1 - Subtraction of Decimals
DAY 2 - Multiplication of Decimals
DAY 3 - Division of Decimals
DAY 4 - Review of Basic Operations - Test
DAY 5 - Roman Numerals

Week 4

DAY 1 - Fractions
(A) Identifying Fractions
(B) Reducing Fractions
(C) Finding Lowest Common Denominator

DAY 2 - Fractions
(A) Changing improper fractions to mixed numbers.
(B) Changing mixed numbers to improper fractions.
(C) Addition of like fractions.

DAY 3 - Fractions
(A) Addition of unlike fractions.
(B) Addition of mixed numerals.

DAY 4 - Fractions
(A) Subtraction of like fractions.
(B) Subtraction of unlike fractions.

DAY 5 - Fractions
(A) Subtraction of mixed numerals.
(B) Subtraction of mixed numerals with borrowing.

Week 5

DAY 1 - Multiplication of fractions.
DAY 2 - Multiplication of mixed numbers.
DAY 3 - Division of fractions.
DAY 4 - Division of mixed numbers.
DAY 5 - Fractions test

Week 6

DAY 1 - Fractions and decimals.
DAY 2 - Percents and decimals.
DAY 3 - Fractions and percents.
DAY 4 - Finding the percent of a number.
DAY 5 - Test

Week 7

DAY 1 - Place value expanded notation, and using words to write numbers.
DAY 2 - Multiples and factors.
DAY 3 - Greatest common factor; least common multiple.
DAY 4 - Finding Averages.
DAY 5 - Positive - Negative numbers.

Week 8 Measurement

DAY 1 - Measuring in inches, centimeters, and millimeters.
DAY 2 - Inches, feet, yards
Seconds, minutes, hours, days
DAY 3 - Pounds and ounces
Cups, pints, quarts, gallons
DAY 4 - Addition and subtraction problems involving measurement.
DAY 5 - Multiplication and division problems involving measurement.

Week 9 Geometry

DAY 1 - Angles, rays, line segments.
DAY 2 - Finding volume.
DAY 3 - Finding area and perimeter.
DAY 4 - Square roots.
DAY 5 - Exponents and simple algebra.

Week 10 Word Problems

DAY 1 - Solving word problems using addition.
DAY 2 - Solving word problems using subtraction.
DAY 3 - Solving word problems using multiplication.
DAY 4 - Solving word problems using division.
DAY 5 - Solving word problems using mixed practice.

Week 11 Post-test TABE

SUPPLEMENTARY MATERIALS

Mathematics For Consumers
Number Power
Instant Activities Program
Macmillan: Ideas Pac
Mathematics in Daily Living

SOFTWARE

Skills Bank II
Queue: Pre GED
High School Proficiency Test (Instructivision)
Basic Math
Life Skills Math